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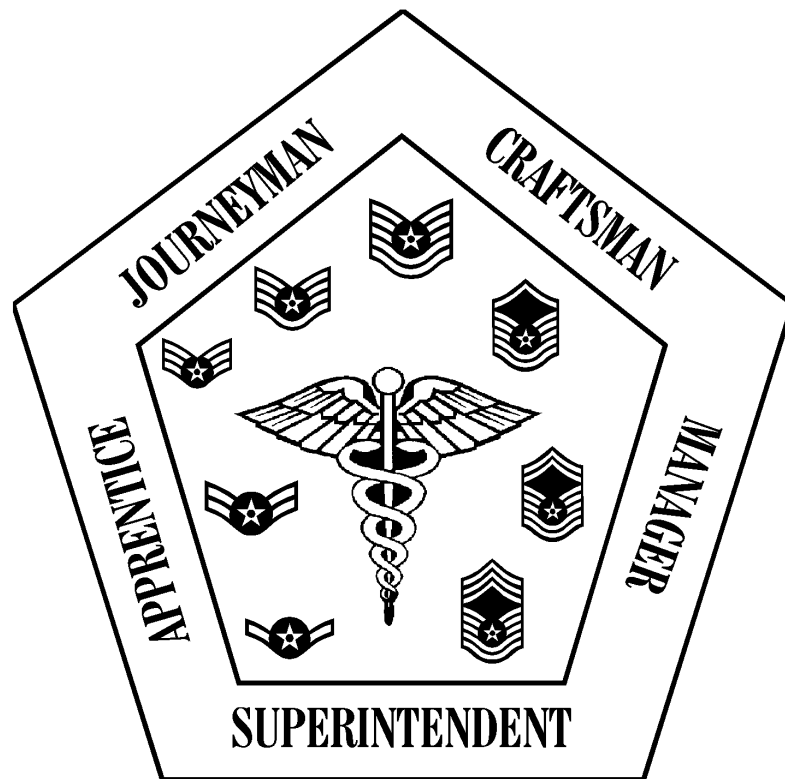
CFETP

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AFSC 4J0X1 OCCUPATIONAL THERAPY



**CAREER FIELD EDUCATION
AND TRAINING PROGRAM**

**CAREER FIELD EDUCATION AND TRAINING PLAN
OCCUPATIONAL THERAPY SPECIALTY
AFSC 4J0X1**

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OCCUPATIONAL THERAPY SPECIALTY
AFSC 4J0X1
CAREER FIELD EDUCATION AND TRAINING PLAN

Preface

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education/training requirements, training support resources, and minimum core task requirements for the occupational therapy specialty. The CFETP will provide personnel a clear career path to success and will instill rigor in all aspects of career field training. The clear expectation is that occupational therapy specialty personnel be utilized to the full extent of their knowledge/task certification. Using guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate point in their career. This plan will enable us to train today's work force for tomorrow's jobs.

2. The CFETP consists of two parts; both parts of the plan are used by supervisors to plan, manage, and control training within the career field.

2.1. Part I provides information necessary for overall management of the specialty. Section A explains how everyone will use the plan. Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path; Section C associates each level with specialty qualifications (knowledge, education, training, and other); Section D indicates resource constraints. Some examples are funds, manpower, equipment, facilities; and Section E identifies transition training guide requirements for SSgt through MSgt.

2.2. Part II includes the following sections. Section A identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references to support training, Air Education and Training Command (AETC) conducted training, wartime course, core task, and correspondence course requirements. Section B contains the course objective list and training standards supervisors will use to determine if airmen satisfied training requirements. Section C identifies available support materials. An example is a Qualification Training Package (QTPs which may be developed to support proficiency training). There are no QTPs required at this time for the occupational therapy specialty. Once established, these packages would be identified in AFIND 8, *Numerical Index of Specialized Educational Training Publications*. Section D contains a training course index that supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses. Section E identifies MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs. Section F identifies Documentation of Training.

3. Using guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate point in their career. This plan will enable us to train today's work force for tomorrow's jobs. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

ABBREVIATIONS/TERMS EXPLAINED

Accreditation Council for Occupational Therapy Education (ACOTE). The American Occupational Therapy Association (AOTA) accrediting body for all occupational therapy education programs.

Advanced Training (AT). Formal course which provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills/knowledge to enhance their expertise in the career field. Training is for selected career airmen at the advanced level of the AFS.

Air Force Job Qualification Standard/Command Job Qualification Standard (AFJQS/CJQS). A comprehensive task list, which describes a particular job type or duty position. They are used by supervisors to document task qualifications. The tasks on AFJQS/CJQS are common to all persons serving in the described duty position.

Allocation Curves. The relation of hours of training in different training settings to the degree of proficiency, which can be, achieved on specified performance requirements.

Career Field Education and Training Plan (CFETP). A CFETP is a comprehensive, multipurpose document encapsulating the entire spectrum of education and training for a career field. It outlines a logical growth plan that includes training resources and is designed to make career field training identifiable, to eliminate duplication, and to ensure this training is budget defensible.

Career Training Guide (CTG). A document that uses Task Modules (TMs) in lieu of tasks to define performance and training requirements for a career field.

Continuation Training. Additional training exceeding requirements with emphasis on present or future duty assignments.

Core Task. A task Air Force Career Field Managers (AFCFMs) identify as a minimum qualification requirement within an Air Force specialty or duty position.

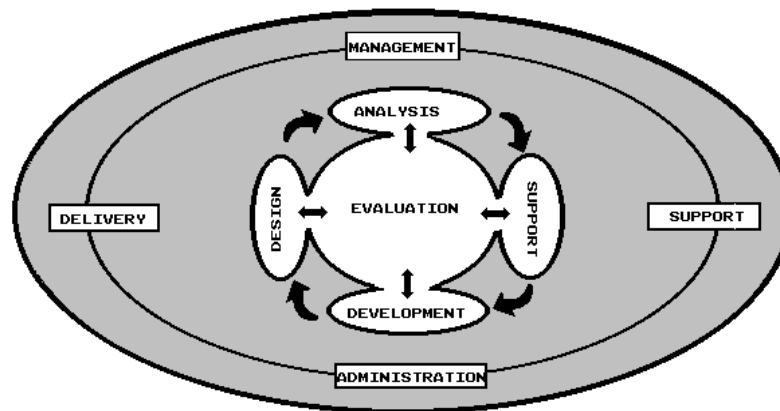
Course Objective List (COL). A publication derived from initial/advanced skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3-/7-skill level in this career field. Supervisors use the COL to assist in conducting graduate evaluations in accordance with AFI 36-2201, *Developing, Managing and Conducting Military Training Programs*.

Enlisted Specialty Training (EST). A mix of formal training (technical school) and informal training (on-the-job) to qualify and upgrade airmen in each skill level of a specialty.

Exportable Training. Additional training via computer assisted, paper text, interactive video, or other necessary means to supplement training.

Field Technical Training (Type 4). Special or regular on-site training conducted by a field training detachment (FTD) or by a mobile training team.

Instructional System Development (ISD). A deliberate and orderly, but flexible process for planning, developing, implementing, and managing instructional systems. It ensures personnel are taught in a cost efficient way the knowledge, skills, and attitudes essential for successful job performance.



AF ISD MODEL

The Air Force ISD model graphically illustrates that:

- Evaluation is the foundation of the ISD process.
- ISD is a continuous process with the flexibility to enter and reenter the various phases, as necessary, to develop, update, or revise instruction.
- All ISD activities take place within and are dependent on the system functions.
- Teamwork is required between personnel performing system functions and those designing, developing, and implementing instructional systems.
- All ISD activities and system functions focus on continuous quality improvements in the system.

Initial Skills Training. A formal resident course which results in award of the entry level.

National Board for Certification of Occupational Therapy (NBCOT). The official certification agency for OT technicians. To be recognized as a certified occupational therapy assistant (COTA) one must successfully pass the NBCOT examination.

Occupational Survey Report (OSR). A detailed report showing the results of an occupational survey of tasks performed within a particular AFS.

On-the-Job Training (OJT). Hands-on, over-the-shoulder training conducted to certify personnel in both upgrade (skill level award) and job qualification (duty position certification) training.

Optimal Training. The ideal combination of training settings resulting in the highest levels of proficiency on specified performance requirements within the minimum time possible.

Qualification Training (QT). Actual hands-on task performance training designed to qualify an individual in a specific duty position. This portion of the dual channel on-the-job training program occurs both during and after the upgrade training process. It is designed to provide the performance skills required to do the job.

Qualification Training Package (QTP). An instructional package designed for use at the unit to qualify, or aid qualification, in a duty position or program, or on a piece of equipment. It may be printed, computer-based, or in other audiovisual media.

Representative Sites. Typical organizational units having similar missions, weapon systems or equipment, or a set of jobs, used as a basis for estimating average training capacities and costs within the Training Impact Decision System (TIDES).

Resource Constraints. Resource deficiencies, such as money, facilities, time, manpower, and equipment that preclude desired training from being delivered.

Skills Training. A formal course which results in the award of a skill level.

Specialty Training. A mix of formal training (technical school) and informal training (on-the-job) to qualify and upgrade airmen in the award of a skill level.

Specialty Training Standard (STS). An Air Force publication that describes skills and knowledges that airman in a particular Air Force specialty needs on the job. It further serves as a contract between the Air Education and Training Command and the user to show the overall training requirements for an Air Force specialty code that the formal schools teach.

Standard. An exact value, a physical entity, or an abstract concept, established and defined by authority, custom, or common consent to serve as a reference, model, or rule in measuring quantities or qualities, establishing practices or procedures, or evaluating results. A fixed quantity or quality.

Task Module (TM). A group of tasks performed within an Air Force specialty that are performed together and that require common knowledge, skills, and abilities. TMs are identified by an identification code and a statement.

Total Force. All collective Air Force components (active, reserve, guard, and civilian elements) of the United States Air Force.

Training Capacity. The capability of a training setting to provide training on specified requirements, based on the availability of resources.

Training Impact Decision System (TIDES). A computer-based decision support technology being designed to assist Air Force Career Field Managers in making critical judgments relevant to what training should be provided personnel within career fields, when training should be provided (at what career points), and where training should be conducted (training setting).

Training Planning Team (TPT). Comprised of the same personnel as a U&TW, however TPTs are more intimately involved in training development and the range of issues are greater than is normal in the U&TW forum.

Training Requirements Analysis. A detailed analysis of tasks for a particular AFS to be included in the training decision process.

Training Setting. The type of forum in which training is provided (formal resident school, on-the-job, field training, mobile training team, self-study etc.).

Upgrade Training (UGT). Mandatory training which leads to attainment of higher level of proficiency.

Utilization and Training Pattern. A depiction of the training provided to and the jobs performed by personnel throughout their tenure within a career field or Air Force specialty. There are two types of patterns: 1) Current pattern, which is based on the training provided to incumbents and the jobs to which they have been and are assigned; and 2) Alternate pattern, which considers proposed changes in manpower, personnel, and training policies.

Utilization and Training Workshop (U&TW). A forum of MAJCOM Air Force Specialty Code (AFSC) functional managers, Subject Matter Experts (SMEs), and AETC training personnel that determines career ladder training requirements.

War Task. Those tasks taught during the resident wartime apprentice course.

PART I, SECTION A – GENERAL INFORMATION

1. Purpose. This CFETP provides information necessary for Air Force Career Field Managers (AFCFMs), MAJCOM functional managers (MFM), commanders, training managers, supervisors, and trainers to plan, develop, manage, and conduct an effective career field training program. This plan outlines the training that individuals in the 4J0X1 specialty should receive in order to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced, and proficiency training. Initial skills training is the AFS specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3-skill level. Normally, this training is conducted by AETC at one of the technical training centers. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, 9-skill levels. Qualification training is actual hands-on task performance training designed to qualify an airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills/knowledge required to do the job. Advanced training is formal specialty training used for selected airmen. Proficiency training is additional training, either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes, some are:

1.1. Serves as a management tool to plan, manage, conduct, and evaluate a career field training program. Also, it is used to help supervisors identify training at the appropriate point in an individual's career.

1.2. Identifies task and knowledge training requirements for each skill level in the specialty and recommends education/training throughout each phase of an individuals career.

1.3. Lists training courses available in the specialty, identifies sources of training, and the training delivery method.

1.4. Identifies major resource constraints which impact full implementation of the desired career field training process.

2. Uses. The plan will be used by all levels of supervisory and management personnel to ensure comprehensive and cohesive training programs are available/instituted for each individual in the specialty.

2.1. AETC training personnel will develop/revise formal resident, non-resident, field and exportable training based on requirements established by the users and documented in Part II of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

2.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. Identified requirements can be satisfied by OJT, resident

training, contract training, or exportable courses. MAJCOM-developed training to support this AFSC must be identified for inclusion into plan.

2.3. Each individual will complete the mandatory training requirements specified in this plan. The lists of courses in Part II will be used as a reference to support training.

3. Coordination and Approval. The AFCFM is the approval authority. MAJCOM representatives and AETC training personnel will identify and coordinate on the career field training requirements. The AETC training manager for this specialty will initiate an annual review of this document by AETC and MFMs to ensure currency and accuracy. Using the list of courses in Part II, they will eliminate duplicate training.

PART I, SECTION B – CAREER PROGRESSION AND INFORMATION

1. Specialty Descriptions.

1.1. Occupational Therapy Superintendent/Chief Enlisted Manager (CEM).

1.1.1. Specialty Summary. Manages occupational therapy personnel in planning, providing, and evaluating patient care activities and related training programs. Organizes and directs administrative duties.

1.1.2. Duties and Responsibilities.

1.1.2.1. Manages patient care activities in major medical treatment facilities. Coordinates with the Chief, Occupational Therapy and participates in managing occupational therapy services. Assists in establishing and maintaining optimum patient care standards. Maintains functional control of enlisted medical service specialty personnel. Ensures effective use of manpower, material, and money. Ensures controls for maintaining equipment and complying with safety regulations. Inspects activities and procedures, interprets findings, and recommends corrective action. Assumes other applicable superintendent/managerial duties under the Objective Medical Group (OMG).

1.1.2.2. Directs, performs, and coordinates administrative functions. In coordination with the Chief, Occupational Therapy service, establishes administrative policies for occupational therapy functions. Supervises correspondence and records preparation and maintenance, and determines methods and sources of obtaining data for routine or special reports. Directs, coordinates, and validates budget requirements. Serves as MAJCOM Functional Manager or consultant. Assists the Chief, Occupational Therapy service with developing, interpreting, and evaluating regulations, policies, and procedures. Oversees and participates in implementation of continual quality improvement plans and programs.

1.2. Occupational Therapy Superintendent.

1.2.1. Specialty Summary. Manages occupational therapy personnel in planning, providing, and evaluating patient care activities and related training programs. Organizes and directs administrative duties.

1.2.2. Duties and Responsibilities.

1.2.2.1. Manages patient care activities in medical treatment facilities. Coordinates with the Chief, Occupational Therapy, and participates in managing occupational therapy services. Assists in establishing and maintaining optimum patient care standards. Maintains functional control of enlisted personnel. Ensures effective use of manpower, material, and money. Ensures controls for maintaining equipment and complying with safety regulations. Inspects activities and procedures, interprets findings, and recommends corrective action. Advises the Chief,

Occupational Therapy of technical and administrative training needs. Assumes other applicable superintendent/managerial duties under the OMG.

1.2.2.2. Directs, performs, and coordinates administrative functions. In coordination with the Chief, Occupational Therapy establishes administrative policies for service functions. Supervises correspondence and records preparation and maintenance, and determines methods and sources of obtaining data for routine or special reports. Directs, coordinates, and validates budget requirements. Evaluates supply and equipment needs. Serves as MAJCOM Functional Manager. Assists with developing, interpreting, and evaluating regulations, policies, and procedures. Assists with developing, implementing, and evaluating medical readiness plans and programs.

1.3. Apprentice/Journeyman/Craftsman.

1.3.1. Specialty Summary. Participates in planning, providing, and evaluating patient care at the appropriate skill level. Performs, assists or manages occupational therapy administrative activities. Coordinates administrative activities to ensure effective and efficient delivery of patient care programs. Maintains records of occupational therapy cases and prepares reports. Performs and maintains collection of patient data through the data processing system. Reviews reports and records for accuracy and compliance with directives, and submits data to the appropriate authority. Assists in monitoring and evaluating occupational therapy activities and determining compliance with standards of care, policies, and directives. Evaluates technical and administrative activities to improve clinic efficiency. Directs clinic activities. Directs the maintenance of facilities and work areas. Identifies and analyzes needs and recommends requirements for resources. Coordinates, prepares and submits annual budget. Requisitions and issues supplies and equipment. Ensures compliance with equipment inspections and maintenance procedures, and safeguards equipment. Ensures standards, directives, policies or procedures provide quality patient care.

1.3.2. Duties and Responsibilities. Implements programs according to care plan; training patient in exercise and activities of daily living; conducts treatment; uses special equipment; administers modalities; and other treatment procedures. Coordinates patient and therapist treatment schedules to ensure resource availability. Documents patient care. Observes, records, and reports patient responses. Assists and conducts patient range of motion and strength evaluations. Applies procedures to improve performance. Notes diagnosis of patient and takes precautions to observe indications and contraindications. Maintains standards of care and ethical conduct set by the American Occupational Therapy Association. Conducts Enlisted Specialty Training (EST), such as upgrade training or qualification training. Evaluates individual training needs and counsels trainees on progress. Procures training materials, maintains reference files, and reviews occupational therapy policies and operating instructions as they relate to training. Plans and schedules work priorities and assignments. Counsels personnel on military-related matters. Develops quality control programs and locates and interprets information on technical procedures. Schedules temporary duty, leaves, and passes.

2. Skill/Career Progression. Training and timely progression from the apprentice to the superintendent skill level play an important role in the Air Force's ability to accomplish its mission.

It is essential that everyone involved in training must do his or her part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives viable training at appropriate points in their career. The following narrative, and the AFSC 4J0X1 career field flowcharts, identifies the training career path. It defines the training required for an individual's career.

Occupational Therapy Course Training Guide			
Course Name	Course #	Course Length	Course Location
Phase I Occupational Therapy Apprentice Course	J3AQR4J031 000	13 Wk and 1 Day	Sheppard AFB, TX
Phase II Occupational Therapy Apprentice Course	J5AQO4J031 000	7 Wk and 4.5 Days	Wilford Hall Medical Center, Lackland AFB, TX
Phase III Occupational Therapy Apprentice Course	J5AQA4J031 000	17 Wk	Ft Sam Houston, TX
Phase IV (Clinical) Occupational Therapy Apprentice Course	J5ABA4J031 001	12 Wk	Wilford Hall Medical Center, Lackland AFB, TX or Wright-Patterson AFB, OH

Table 2.1.

2.1. Apprentice Level (3). Initial skills training in this specialty consists of the tasks and knowledge training provided in the 4 Phase, 50 week, 3-skill level resident courses (see table 2.1.). The decision to train specific tasks and knowledge items in the initial skills course is based on review of the occupational survey report (OSR) data, training requirements analysis (TRA) data, American Occupational Therapy Association (AOTA) accreditation guidelines, and Career Field Manager and subject-matter expert (SME) input. Task and knowledge training requirements are identified in the specialty training standard, Part II, section A. Individuals must complete the initial skills course to be awarded AFSC for obtaining national certification as a Certified Occupational Therapy Assistant (COTA). All 3-level graduates seeking certification must take and pass the national certification test within three (3) test cycles of graduation. They should also consider continuing their education toward a CCAF Associate degree in Applied Health Sciences, Occupational Therapy.

2.2. Journeyman Level (5). Upgrade training to the 5-skill level in this specialty consists of completing: (1) all core tasks specified by (c/) in column 2 of the STS, (2) any duty position tasks identified by the supervisor, and (3) both courses (A and B) of the 4J051 CDC. Individuals will attend Airman Leadership School (ALS) after having served a minimum 48 months in the Air Force. Once upgraded to the 5-skill level, a journeyman will maintain proficiency by completing all continuation training required or specified by command or local policies.

Obtaining and maintaining national certification as a Certified Occupational Therapy Assistant (COTA) is desirable. Individuals will use their CDCs to prepare for testing and promotion under the Weighted Airman Promotion System (WAPS).

2.3. Craftsman Level (7). Upgrade training to the 7-skill level in this specialty consists of completing: (1) all STS core tasks, (2) any duty position tasks identified by the supervisor, (3) 5-level requirements, and (4) the 7-level CDC. An occupational therapy craftsman can be expected to fill various supervisory and management positions within the clinic such as NCOIC. In addition, they may develop work schedules for subordinate personnel and ensure necessary manning levels are maintained at all times during hours of clinic operation. Seven-levels should take courses or obtain added knowledge on management of resources and personnel, and are encouraged to continue their education through CCAF and higher degree programs. In addition, when promoted to Technical Sergeant, individuals will attend the Noncommissioned Officer Academy.

2.4. Superintendent/Manager Level (9). To be awarded AFSC 4J091 an individual must: (1) sew-on SMSgt and (2) fulfill requirements specified in AFI 36-2101, *Classifying Military Personnel (Officer and Airmen)*. A 9-level can be expected to fill positions such as Superintendent of Physical Medicine Flight/Division or various staff positions within the Medical Group/Wing.

3. Training Decisions. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the 4J0X1 career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training.

3.1. Initial Skills Training. The 4-phase Occupational Therapy Apprentice Course (see Table 2.1.) was revised to meet new non-prior service (NPS) training requirements while adhering to ACOTE and U.S. Army Academy of Health Sciences (AHS) requirements for entry into the Occupational Therapy Specialty course at Ft Sam Houston, TX. The course curriculum is evaluated and revised as necessary on an annual basis to meet AF medical service requirements. The initial skills courses prepare airmen for entry-level job positions in occupational therapy clinics.

3.2. Five Level Upgrade Requirements. The 4J051 CDC was developed to meet new training requirements, provide an integrated training plan for all personnel, and to update new technology and regulatory information. Completion of CDC requirements and the upgrade training period specified in AFI 36-2101 and in AFI 36-2201.

3.3. Seven Level Upgrade Requirements. The 7-level upgrade training is provided through formal and informal OJT programs at permanent duty stations. Individuals must attain the rank of SSgt or higher, complete a minimum 12 months in 7-skill level OJT and complete all 7-level CDC requirements.

3.4. Proficiency Training. Any additional knowledge and skill requirements, which were not taught through initial skills or upgrade training, are assigned to continuation training. The purpose of the continuation-training program is to provide additional training exceeding the minimum upgrade training requirements with emphasis on present and future duty positions.

Individual occupational therapy managers must develop a continuation-training program that ensures individuals in the occupational therapy career field receive the necessary training at the appropriate point in their career. The training program will identify both mandatory and optional training requirements.

CCAF Initial Skills Award		
Course Name	Course #	CCAF Hours Awarded
Phase I Occupational Therapy Apprentice Course	J3AQR4J031 000	27
Phase II Occupational Therapy Apprentice Course	J5AQO4J031 000	12
Phase III Occupational Therapy Apprentice Course	J5AQA4J031 000	Phase III & IV Total 49
Phase IV (Clinical) Occupational Therapy Apprentice Course	J5ABA4J031 001	See Above

Table 4.1.

4. Community College of the Air Force (CCAF). Enrollment in CCAF automatically occurs upon completion of basic military training. CCAF provides the opportunity to obtain an Associate Degree in Applied Health Sciences. See table 4.1. for credit hours awarded.

4.1. Degree Requirements. College credit may be awarded by CCAF based upon a graduation certificate from the Occupational Therapy school at Ft Sam Houston. The Army course has been evaluated by the American Council on Education (ACE) and recommends the number of college credits that are awarded. CCAF accepts their recommendations. It is the responsibility of all airmen to present their awarded certificate from the Army to the education office. Prior to completing an associate's degree, the 5-level must be awarded and the following requirements must be met:

Subject Courses	Semester Hours
Technical Education	24
Leadership, Management, and Military Studies	6
Physical Education	4
General Education	15
Program Elective Technical Education; Leadership, Management, and Military Studies, or General Education	15
Total	64

4.2. Technical Education (24 Semester Hours). A minimum of 12 semester hours of Technical Core subjects/courses must be applied and the remaining semester hours applied from Technical Core/Technical Elective subjects/courses

Subject Courses	Semester Hours
CCAF Internship	16
Emergency Medicine/EMT National Registry	6
Human Anatomy and Physiology	8
Hyperbaric Medicine	12
Kinesiology	3
Nursing	6
Occupational Therapy	6

4.3. Technical Electives (39 Semester Hours).

Subject Courses	Semester Hours
AF Enlisted Professional Military Education	2
Algebra Based Physics	4
Basic Medical Readiness	3
Computer Science	6
General Biology	4
General Chemistry	8
General Psychology	6
Survival Training	6

4.4. Leadership, Management, And Military Studies (6 Semester Hours). Professional military education and/or civilian management courses. The preferred method of completing Leadership, Management, and Military Studies is through attendance at an Airman Leadership School, Air Force NCO Academy, and/or Air Force Senior NCO Academy. However, civilian courses that emphasize fundamentals of managing human or material resources may also be applicable.

4.5. Physical Education (4 Semester Hours). This requirement is satisfied by completion of basic military training.

Subject Courses	Semester Hours
PHE 1000	4

4.6. General Education (15 Semester Hours). Applicable courses must meet the Criteria for Application of courses to General Education Requirements (GER), and be in agreement with the definitions of applicable general education subject/courses as provided in the CCAF General Catalog.

Subject Courses	Semester Hours
Oral Communication (Speech)	3
Written Communication (English Composition)	3
Mathematics Intermediate algebra or a college level mathematics course is required. If an acceptable mathematics course is applied as a technical or program elective, a natural science course meeting GER application criteria may be applied as a general education requirement	3
Social Science Anthropology, Archaeology, Economics, Geography, Government, History, Political Science, Psychology, Sociology	3
Humanities Fine Arts (Criticism, Appreciation, Historical Significance), Foreign Language, Literature, Philosophy, Religion	3

4.7. Program Electives (15 Semester Hours). Satisfied with applicable technical education, LMMMS, or general education subjects/courses, including natural science courses meeting GER application criteria and foreign language credit earned at the Defense Language Institute or through the Defense Language Proficiency Test. Six semester hours of CCAF degree applicable technical credit otherwise not applicable to this program may be applied.

4.7.1. Instructor Duty. All phase II course supervisors must attend the Basic Instructor Course (BIC) and meet all prerequisite requirements as listed.

4.7.2. Off Duty Education. Additional off-duty education is a personal choice that is encouraged for all. Note: Students who have completed the Occupational Therapy Apprenticeship Course at Ft Sam Houston, TX and desire national certification from the NBCOT, may contact the NBCOT for a candidates handbook at the following address:

NBCOT – Candidates Handbook
C/O Capital Fulfillment
P.O. Box 70
Waldorf, MD 20604-0070
Phone Number: (301) 990-7979 FAX: (301) 869-8492

5. Career Field Education and Training Career Path.

5.1. Career Field Flow Chart. The career path outlines when training is required for each skill level and function within this specialty, see figure 5.1.

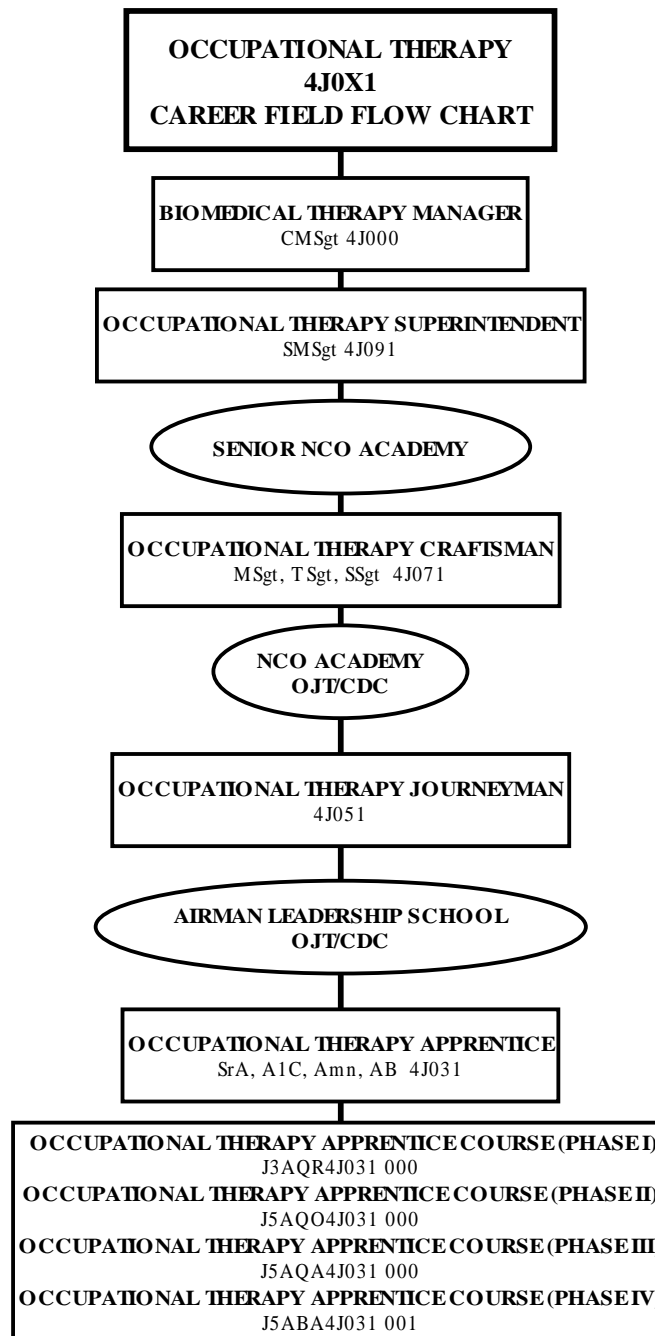










Fig. 5.1. Career Field Flow Chart

5.2. Enlisted Career Path. The enlisted education and training path presents education and training requirements, average sew on time for stripes, and a chart representing earliest date of rank and high year of tenure dates for ranks SRA and above.

Education and Training Requirements	GRADE REQUIREMENTS			
	Rank	Average Sew-On	Earliest Sew-On	High Year Of Tenure (HYT)
Basic Military Training school				
Apprentice Technical School (3-Skill Level)	Amn A1C	6 months 16 months		
Upgrade To Journeyman (5-Skill Level) - Minimum 15 months OJT. - Retraitees minimum 9 months OJT. - Complete appropriate CDC. - Complete all core tasks and any required duty position tasks identified by the supervisor.	SrA	3 years	28 months	10 Years
Airman Leadership School (ALS) - Must be a SrA with 48 months time in service or be a SSgt Selectee. - Resident graduation is a prerequisite for SSgt sew-on (Active Duty Only).	<u>Trainer</u> - ALS graduate. - Possess the same AFSC at a higher skill level than the trainee, and be certified to train others. - Must attend formal OJT Trainer Training and appointed by Commander.			
Upgrade To Craftsman (7-Skill Level) - Minimum rank of SSgt. - 12 months OJT. - Complete appropriate CDC. - Complete all core tasks and any required duty position tasks identified by the supervisor.	SSgt	7.5 years	3 years	20 Years
	<u>Certifier</u> - Possess at least a 5-skill level in the same AFSC, if possible but not required. - Attend formal OJT Certifier Course and appointed by Commander. - Be a person other than the trainer.			
Noncommissioned Officer Academy (NCOA) - Must be a TSgt or TSgt Selectee. - Resident graduation is a prerequisite for MSgt sew-on (Active Duty Only).	TSgt	12.5 years	5 years	20 Years
	MSgt	16 years	8 years	24 Years
USAF Senior NCO Academy (SNCOA) - Must be a SMSgt, SMSgt Selectee, or Selected MSgt. - Resident graduation is a prerequisite for CMSgt sew-on (Active Duty Only).	SMSgt	19.2 years	11 years	26 Years
Upgrade To Superintendent (9-Skill Level) - Minimum rank of MSgt. - Awarded to all SMSgts	CMSgt	21.5 years	14 years	30 Years

Fig. 5.2. Enlisted Career Path

5.3. Enlisted Education and Training Path.

EDUCATION AND TRAINING REQUIREMENTS	AVERAGE SEW-ON TIMES FOR PROMOTIONS
– BASIC MILITARY TRAINING SCHOOL	 6 MONTHS
– APPRENTICE TECH SCHOOL = 3-SKILL LEVEL	 16 MONTHS
– UPGRADE TO JOURNEYMAN = 5-SKILL LEVEL – 15 MONTHS MINIMUM TIME IN UPGRADE TRAINING (9 FOR RETRAINEES)	 36 MONTHS
– COMPLETE CAREER DEVELOPMENT COURSE – CERTIFY ON ALL ASSIGNED TASKS	 7.5 YEARS
– AIRMAN LEADERSHIP SCHOOL (ALS) – MUST BE A SRA WITH 48 MONTHS TIME IN SERVICE OR A SSGT SELECTEE – GRADUATION IS A PREREQUISITE FOR SSGT SEW-ON (ACTIVE DUTY ONLY)	 12.5 YEARS AVERAGE
– UPGRADE TO CRAFTSMAN = 7-SKILL LEVEL – MINIMUM RANK OF SSGT – MINIMUM 12 MONTHS IN UGT – COMPLETE CDC – CERTIFIED ON ALL ASSIGNED TASKS – RECOMMENDED BY SUPERVISOR	 16 YEARS AVERAGE
– NONCOMMISSIONED OFFICER ACADEMY (NCOA) – MUST BE A TSGT OR TSGT SELECTEE – GRADUATION IS A PREREQUISITE FOR MSGT SEW-ON (ACTIVE DUTY ONLY)	 19.2 YEARS AVERAGE
– USAF SENIOR NCO ACADEMY (SNCOA) – MUST BE A SMSGT, SMSGT SELECTEE, OR A SELECTED MSGT – IN-RESIDENCE ATTENDANCE IS A PREREQUISITE FOR CMSGT SEW-ON	 21.5 YEARS AVERAGE
– UPGRADE TO SUPERINTENDENT=9-SKILL LEVEL – MINIMUM RANK OF MSGT – AWARDED TO ALL SMSGT	
– OJT TRAINER – ATTEND FORMAL OJT TRAINER TRAINING AND BE APPOINTED BY THE COMMANDER – ALS GRADUATE (ENLISTED ONLY) – PREFERABLY POSSESS SAME AFSC AT A HIGHER SKILL LEVEL THAN TRAINEE – BE CERTIFIED TO TRAIN OTHERS	
– OJT CERTIFIER – ATTEND FORMAL EST CERTIFIER COURSE AND BE APPOINTED BY THE COMMANDER – POSSESS AT LEAST A 5-SKILL LEVEL, PREFERABLY IN THE SAME AFSC AS TRAINEE – BE SOMEONE OTHER THAN THE TRAINER	

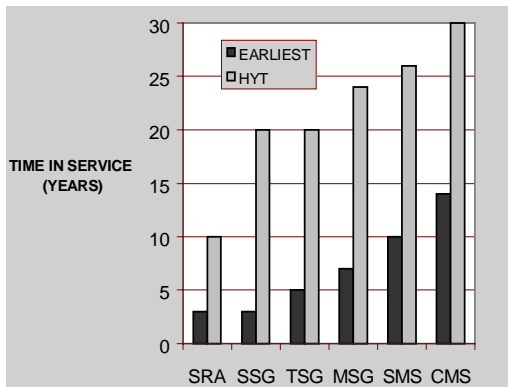


Fig. 5.3. Enlisted Education and Training Path

PART I, SECTION C – SKILL LEVEL REQUIREMENTS

1. Purpose. Skill level training requirements in this career field are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill level in broad, general terms and establishes the mandatory requirements for entry, award and retention of each skill level. The specific task and knowledge training requirements are identified in the STS at Part II, Sections A and B of this CFETP.

2. Apprentice 3-Level Training.

2.1. Specialty Qualifications.

2.1.1. Knowledge. Knowledge is mandatory of functional anatomy, physiology, kinesiology, psychology, and psychiatry; principles of occupational therapy and medical terminology; therapeutic modalities; operation and maintenance of equipment; communication skills and methods of instruction; principles of medical ethics; and basic medical logistics procedures is mandatory.

2.1.2. Education. For entry into this specialty, completion of high school with high school or college courses in general sciences, such as anatomy or physiology, biology, chemistry, hygiene, psychology, industrial arts, and communication skills is desirable.

2.1.3. Training. Completion of the 4 phase Occupational Therapy Apprentice Course (see table 2.1., PART I SECTION B) is mandatory for the award of the 3-skill level AFSC.

2.1.4. Other. For entry, award, and retention in these AFSCs, no record of emotional instability is mandatory.

2.2. Training Sources and Resources. Completion of the 4 phase Occupational Therapy Apprentice Course as identified in table 2.1., PART I SECTION B satisfies the knowledge and training requirements specified in the specialty qualification section above for award of the 3-skill level.

2.3. Implementation. Entry into 3-skill level training is accomplished by new accessions upon graduation from Basic Military Training or by approved retraining. After graduation from Phase IV of the Occupational Therapy Apprentice Course, job qualification training starts when individuals are assigned to their first duty position. Qualification training is initiated anytime an individual is assigned duties they are not qualified to perform.

3. Journeyman 5-Level Training.

3.1. Specialty Qualification. All 4J031 qualifications apply for the 4J051 requirements.

3.1.1. Knowledge. In addition to the knowledge required for a 3-level, the following subjects are mandatory: an increased knowledge of the referral system, interview techniques, and patient assessment; screening, observation and reporting techniques. Administer structured tests to collect data; collect group or individual data on ADL's, selected sensorimotor skills, cognitive skills, and psychosocial skills. Develop achievable program goals. Use specific activities or methods to develop, improve, and/or restore the performance of necessary functions. Apply activity analysis concept. Increased knowledge of principles of basic supervision, resource management, safety and health hazards and professional conduct.

3.1.2. Education. To assume the grade of SSgt, individuals must be graduates of the Airman Leadership School.

3.1.3. Training. Satisfactory completion of 5-skill level CDCs, all core tasks, and all duty position tasks.

3.1.4. Experience. Prior qualification as an Occupational Therapy Apprentice (4J031) is mandatory. Also, experience administering occupational therapy care. Must complete 15 months in 5-skill level training (retrainees require 9 months). National certification as a Certified Occupational Therapy Assistant (COTA) is desirable.

3.1.5. Other. For entry, award, and retention in these AFSCs, no record of emotional instability is mandatory.

3.2. Training Sources/Resources. Completion of CDCs 4J051 satisfies the knowledge requirements specified in the specialty qualification section (above) for award of the 5-skill level. The STS identifies all the core tasks required for qualification. Upgrade and qualification training is provided by a qualified trainer using available QTPs (if applicable) written for the duty position or program. QTP's are obtained through normal publication channels in accordance with the procedures in AFIND 8. A list of training courses and QTPs (if applicable) is at Part II, Sections D and E, respectively, of this CFETP. In general, job qualification training starts when an individual is assigned to their first duty position. Thereafter, it is initiated anytime an individual is assigned duties they are not qualified to perform. If QTPs are available, they will be used concurrently to obtain necessary duty position qualifications.

3.3. Implementation. Entry into upgrade training is initiated after arrival at first duty station. CDC 4J051, and all QTPs (if applicable) will be completed prior to awarding the 5-skill level.

4. Craftsman 7-Level Training:

4.1. Specialty Qualifications. All 4J051 qualifications apply to the 4J071 requirements.

4.1.1. Knowledge. Seven-level craftsman should possess an increased knowledge of occupational therapy management and supervisory procedures. In addition, knowledge is mandatory of program planning, patient evaluation, and treatment. Principles, policies, and

procedures regarding supervision and leadership techniques, interviewing, counseling, training, and program development are mandatory.

4.1.2. Education. To assume the grade of SSgt individuals must be graduates of Airmen Leadership School. You must be a graduate of the NCO Academy to assume the rank MSgt. Attaining an associates degree and national certification as a Certified Occupational Therapy Assistant (COTA) is desirable.

4.1.3. Training. Completion of the following training requirements is mandatory for the award of the 7-skill level AFSC: (1) 7-level CDC, and (2) all STS tasks for the assigned duty position.

4.1.4. Experience. SSgt or higher with prior qualification as an Occupational Therapy Journeyman (4J051) for award of the 7-skill level is mandatory. Also, experience performing or supervising occupational therapy care. Minimum of 12 months in 7-skill level EST.

4.1.5. Other. For entry, award, and retention in these AFSCs, no record of emotional instability is mandatory.

4.2. Training Sources/Resources. Completion of the Occupational/Physical Therapy 7-level CDCs satisfies the knowledge requirements specified in the specialty qualification section (above) for award of the 7-skill level. Upgrade and qualification training is provided locally by a qualified trainer using the same criteria as indicated for the occupational therapy journeyman.

4.3. Implementation. Entry into upgrade training is initiated when an individual possesses the 5-skill level, and has been selected for promotion to the grade of SSgt. Qualification training is initiated anytime an individual is assigned duties they are not qualified to perform.

5. Superintendent/Manager 9-Level Training.

5.1. Specialty Qualifications. All 4J071 qualifications apply to the 4J091 requirements.

5.1.1. Knowledge. Knowledge of overall administrative, logistical, managerial and technical occupational therapy activities is mandatory.

5.1.2. Education. Obtaining certification as a Certified Occupational Therapy Assistant is suggested.

5.1.3. Training. Completion of the duty position training requirements is mandatory for award of the 4J091 AFSC.

5.1.4. Experience. SMSgt or higher with prior qualification as an Occupational Therapy Craftsman (4J071) is mandatory. Also, experience in managing occupational therapy activities and functions.

5.1.5. Other. For entry, award, and retention in these AFSCs, no record of emotional instability is mandatory.

5.2. Training Sources/Resources. The STS identifies all the tasks required for qualification in the individual's duty position. Upgrade and qualification training are provided by qualified trainers.

5.3. Implementation. Entry into upgrade training is initiated when an individual possesses the 7-skill level and is a SMSgt selectee or higher. Qualification training is initiated anytime an individual is assigned duties they are not qualified to perform. If QTPs are available, they will be used concurrently to obtain necessary duty position qualifications.

PART I, SECTION D – RESOURCE CONSTRAINTS

1. Purpose. This section identifies known resource constraints which preclude optimal/desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required, office of primary responsibility, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

2. Apprentice Level Training.

2.1. Constraints. No 3-level constraints exist.

2.1.1. Impact. N/A

2.1.2. Resources Required. None.

2.1.3. Action Required. None.

2.2. OPR/Target Completion Date. N/A

3. Five Level Training.

3.1. Constraints. No 5-level constraints exist.

3.1.1. Impact. N/A.

3.1.2. Resources Required. None.

3.1.3. Action Required. None.

3.2. OPR/Target Completion Date. N/A.

4. Seven-Level Training.

4.1. Constraints. No 7-level constraints exist.

4.1.1. Impact. N/A

4.1.2. Resources Required. None

4.1.3. Action Required. None

4.1.4. OPR/Target Completion Date. N/A

PART I, SECTION E – TRANSITIONAL TRAINING GUIDE

1. Purpose. This section outlines specialty requirements to satisfy transitional training needs when two or more specialties are merging.

Note: There are currently no transitional training requirements. This area is reserved.

PART II
SECTION A
SPECIALTY TRAINING STANDARD (STS)
For AFSC 4J0X1

OCCUPATIONAL THERAPY JOURNEYMAN
OCCUPATIONAL THERAPY CRAFTSMAN

1. Implementation. This STS will be used for technical training provided by AETC for students entering training after 27 July 1999.

2. Purpose. As prescribed in AFI 36-2201, Developing, Managing, and Conducting Training, this STS:

2.1. Lists in the column 1 (Task, Knowledge, and Technical Reference) the most common tasks, knowledge, and technical references (TR) necessary for airman to perform duties in the 3-, 5-, and 7-skill level. Column 2 (Core /Wartime Tasks) identifies, by (C/W) specialty-wide training requirements.

2.2. Provides certification for OJT. Column 3 is used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available. Task certification must show a certification/completed date. *(As a minimum, use the following column designators: Tng Comp, Certifier Initials).*

2.3. Shows formal training and correspondence course requirements. Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task/knowledge and the career knowledge provided by the correspondence course. See ECI/AFSC/CDC listing maintained by the unit training manager for current CDC listings.

2.4. Qualitative Requirements. Page 29 contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses.

2.5. Becomes a job qualification standard (JQS) for on-the-job training when placed in AF Form 623, On-The-Job Training Record, and used according to AFI 36-2201. When used as a JQS, the following requirements apply:

2.5.1. Documentation. Document and certify completion of training. Identify duty position requirements by circling the subparagraph number next to the task statement. As a minimum, complete the following columns in Part II of the CFETP: Training Completed, Trainee Initials, Trainer Initials, Certifier Initials (if applicable). An AFJQS may be used in lieu of Part II of the CFETP only upon approval of the AFCFM. *Note:* The AFCFM may supplement these minimum documentation procedures as needed or deemed necessary for their Career Field.

2.5.1.1. Transcribing the CFETP. Use the new or revised CFETP to identify and certify all past and current task qualifications unless an AFJQS has been mandated. Transcribe qualifications in the following manner:

2.5.1.1.1. For those core and critical tasks previously certified and required in the current duty position, evaluate current qualifications and when verified, recertify using current date as completion date, and enter trainee's and certifier's initials. Remember, during the transcription process no training is taking place, therefore, the trainer's initial is not required.

2.5.1.1.2. For non-core and non-critical tasks previously certified and required in the current duty position, evaluate current qualifications and when verified, recertify using current date as the completion date and enter trainee's and trainer's initials.

2.5.1.1.3. When transcribing previous certification for tasks not required in the current duty position, carry forward only the previous completion date of certification (not the initials of another person). If and when transcribed tasks become duty position requirements, recertify using standard certification procedures.

2.5.1.1.4. The person whose initials appear in the trainer or certifier block during the transcription process must meet the requirements of their respective roles.

2.5.1.1.5. Upon completion of the transcription process, give the old CFETP to the member.

2.5.1.2. Documenting Career Knowledge. When a CDC is not available: the supervisor identifies STS training references that the trainee requires for career knowledge and ensures, as a minimum, that trainees cover the mandatory items in AFI 26-2108. For two-time CDC course exam failures: supervisors identify all STS items corresponding to the areas covered by the CDC. The trainee completes a study of STS references, undergoes evaluation by the task certifier, and receives certification on the STS. *Note:* Career Knowledge must be documented prior to submitting a CDC waiver.

2.5.1.3. Decertification and Recertification. When an airman is found to be unqualified on a task previously certified for his or her position, the supervisor lines through the previous certification or deletes previous certification when using automated system. Appropriate remarks are entered on the AF Form 623a, On-The-Job Training Record Continuation Sheet, as to the reason for decertification. The individual is recertified (if required) either by erasing the old entries and writing in the new or by using correction fluid (if the entries were made in ink) over the previously certified entry.

2.5.2. Training Standard. Tasks are trained and qualified to the go/no go level. Go means the individual can perform the task without assistance and meet local demands for accuracy, timeliness, and correct use of procedures.

2.6. This is a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS). Specialty Knowledge Tests (SKTs) are developed at the USAF Occupational

Measurement Squadron by senior NCOs with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based upon study references listed in the WAPS catalog. Individual responsibilities are in chapter 14 of AFI 36-2606, US Air Force Reenlistment, Retention, and NCO Status Programs (formerly AFR 35-16, volume 1). WAPS is not applicable to the Air National Guard.

3. Recommendations. Report unsatisfactory performance of individual course graduates to 882d TRG/TGE, 939 Missile Rd. STE 2, Sheppard AFB, TX 76311-2245 or use the Customer Service Information Line, DSN 736-2385 to report your findings. Reference specific STS paragraphs.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

SIGNED

CHARLES H. ROADMAN II
Lieutenant General, USAF, MC
Surgeon General

<i>This Block Is For Identification Purposes Only</i>		
Name Of Trainee		
Printed Name (<i>Last, First, Middle Initial</i>)	Initials (Written)	SSAN
Printed Names Of Certifying Official And Trainer With Written Initials		
<i>N/I</i>	<i>N/I</i>	
<i>N/I</i>	<i>N/I</i>	
<i>N/I</i>	<i>N/I</i>	
<i>N/I</i>	<i>N/I</i>	
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<i>N/I</i>	<i>N/I</i>	
<i>N/I</i>	<i>N/I</i>	
<i>N/I</i>	<i>N/I</i>	

QUALITATIVE REQUIREMENTS

Proficiency Code Key		
	Scale Value	Definition: The individual
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely Limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (Partially Proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly Proficient)
*Task Knowledge Levels	a	Can name parts, tools, and simple facts about the task. (Nomenclature)
	b	Can determine step by step procedures for doing the task. (Procedures)
	c	Can identify why and when the task must be done and why each step is needed. (Operating Principles)
	d	Can predict, isolate, and resolve problems about the task. (Advanced Theory)
**Subject Knowledge Levels	A	Can identify basic facts and terms about the subject. (Facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (Principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (Analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (Evaluation)
<p>Explanations</p> <p>* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Example: b and 1b)</p> <p>** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.</p> <p>- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.</p> <p>X This make is used alone in course columns to show that training required but not given due to limitations in resources.</p> <p>NOTE: All tasks and knowledge items shown with a (w) are trained during war time.</p>		

1. Tasks, Knowledge And Technical References	2. Core (c)/ War-time (w) Tasks	3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided			
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level	C 7 Skill Level
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	Phase III Course	Phase IV Course	CDC	CDC
1. CAREER LADDER PROGRESSION										
1.1. The airman career ladder and educational opportunities TR: AFIs 36-2108, 36-2306							-	-	A	-
1.2. Progression in career ladder 4J0X1 TR: AFIs 36-2101, 36-2108							-	-	A	-
1.3. Duties of AFSC 4J0X1 TR: AFI 36-2108							-	-	A	B
1.4. Mission, organization, and function of the USAF Medical Service and the Occupational Therapy Service TR: AFIs 44-102, 44-106, AFD 41-1, 44-1							-	-	A	A
2. MEDICAL READINESS Initial Medical Readiness Training directed by AFI 41-106 is provided in the Basic Medical Readiness course conducted at 882d Training Group, Sheppard AFB, Texas and at the Academy of Health Sciences, Ft Sam Houston. Completed training is documented on front side of AETC Form 156 for each course graduate. Continuing/on-going Medical Readiness Training for the individual is the responsibility of each medical facility.	/w						1a	-	-	-
3. SPECIFIC OPERATIONS SECURITY (OPSEC) VULNERABILITIES OF AFSC 4J0X1 TR: AFI 10-1101							-	-	-	-

1. Tasks, Knowledge And Technical References	2. Core (c)/	3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided			
	War-time (w) Tasks	A	B	C	D	E	A 3 Skill Level		B 5 Skill Level	C 7 Skill Level
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	Phase III Course	Phase IV Course	CDC	CDC
4. AF OCCUPATIONAL SAFETY AND HEALTH (AFOSH) PROGRAM TR: AFIs 91-301, 91-302 AFOSH STD 127-8										
4.1. Hazards/AFOSH standards for AFSC 4J0X1							A	-	-	-
4.2. Exercise safety precautions during job performance	c/w						2b	2b	-	-
4.3. Operational Risk Management							-	-	A	-
5. PROFESSIONAL AND PATIENT RELATIONSHIPS TR: Willard & Spackman, MH Concepts and Techniques										
5.1. Promote professional relations with patients and medical personnel	/w						A	2b	B	B
5.2. Maintain professional standards of ethics	/w						A	2a	B	B
5.3. Therapeutic interaction	/w						A	2a	B	B
6. MEDICAL LOGISTICS PROCEDURES TR: AFM 23-110, Vol 5										
6.1. Air Force accountability and responsibility (material discipline)							-	-	A	B
6.2. Prepare request for issue/turn-in of supplies and equipment							-	-	A	-
6.3. Report of survey system TR: AFI 23-220							-	-	-	A
6.4. Establish and maintain supply stock levels							-	-	B	-
7. RESOURCE MANAGEMENT										
7.1. Medical Expense Personnel Reporting System (MEPRS)							-	-	A	B
7.2. Unit Manpower document (UMD)							-	-	A	B

1. Tasks, Knowledge And Technical References	2. Core (c)/ War-time (w) Tasks	3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided			
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level	C 7 Skill Level
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	Phase III Course	Phase IV Course	CDC	CDC
7.3. Unit Personnel Management Roster (UPMR)							-	-	A	B
7.4. Budget considerations and development							-	-	A	B
7.5. Third Party Collection/ADS							-	-	-	A
8. OCCUPATIONAL THERAPY SUPERVISION & MANAGEMENT										
8.1. Orient new personnel TR: AFIs 36-2103, 36-2108, 36-2202							-	-	-	-
8.2. Assign to work area							-	-	-	-
8.3. Work assignments							-	-	-	A
8.3.1. Plan assignments										
8.3.2. Set priorities										
8.3.3. Schedule work										
8.4. Work methods							-	-	-	-
8.4.1. Establish methods										
8.4.2. Establish controls										
8.4.3. Establish performance standards										
8.4.4. Evaluate work performance										
8.5. Problem solving							-	-	-	-
8.5.1. Resolve technical problems										
8.5.2. Counsel personnel										
8.5.3. Resolve individual problems										
8.5.4. Initiate corrective actions										
8.6. Develop a job description							-	-	-	A
9. QUALITY MANAGEMENT							-	-	-	A
10. TRAINING TR: AFIs 36-2201, 36-2202										
10.1. Determine needs of personnel							-	-	-	-
10.2. Plan and supervise OJT							-	-	-	B

1. Tasks, Knowledge And Technical References	2. Core (c)/	3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided			
	War-time (w) Tasks	A	B	C	D	E	A 3 Skill Level		B 5 Skill Level	C 7 Skill Level
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	Phase III Course	Phase IV Course	CDC	CDC
10.2.1. Prepare job qualification standards							-	-	-	b
10.2.2. Conduct training							-	-	-	b
10.2.3. Counsel trainees on their progress							-	-	-	-
10.2.4. Monitor effectiveness of training							-	-	-	-
10.2.4.1. Career knowledge upgrade										
10.2.4.2. Job proficiency upgrade										
10.2.4.3. Duty position qualification										
10.3. Maintain training records							-	-	-	-
10.4. Evaluate effectiveness of training programs							-	-	-	-
11. OCCUPATIONAL THERAPY DOCUMENTATION TR: AFI 44-102, Willard & Spackman, MH Concepts and Techniques										
11.1. Annotate medical forms TR: AFI 44-102, AFI 41-210, MH Concepts & Techniques	/w						-	2b	B	-
11.2. Note Writing TR: AFI 41-102	c/w						2b	2b	A	-
11.3. Develop goals	c/w						a	2b	A	-
11.4. Treatment planning	c/w						a	2b	A	-
12. OCCUPATIONAL THERAPY PRACTICE STANDARDS TR: AFI's, AOTA Uniform Terminology, JCAHO Manual										
12.1 Air Force Directives/Instructions							-	-	-	-
12.2. Joint Commission on Accreditation of Health Care Organization Requirements							-	-	A	B
12.3. Role Delineation							A	-	-	-
12.4. Uniform Terminology	/w						A	1a	-	-

1. Tasks, Knowledge And Technical References	2. Core (c)/ War-time (w) Tasks	3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided			
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level	C 7 Skill Level
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	Phase III Course	Phase IV Course	CDC	CDC
13. THE HUMAN BODY TR: Kinesiology and Applied Anatomy, Willard & Spackman's Occupational Therapy, MH Concepts and Techniques										
13.1. Upper Extremity	/w						A	-	B	-
13.2. Lower Extremity	/w						A	-	A	-
13.3. Growth and Development							A	-	B	-
13.4. Psychology	/w						A	-	A	-
14. ANATOMY, PHYSIOLOGY, and CLINICAL CONDITIONS OF THE BODY SYSTEMS TR: Merck Manual, Willard & Spackman's Occupational Therapy, Rehabilitation of the Hand										
14.1. Physiology of cells, tissues, and processes of life	/w						A	-	B	-
14.2. Nervous System	/w						A	-	B	-
14.3. Endocrine							A	-	A	-
14.4. Digestive							A	-	A	-
14.5. Integumentary	/w						A	-	B	-
14.6. Cardiovascular	/w						A	-	B	-
14.7. Lymphatic	/w						A	-	A	-
14.8. Respiratory	/w						A	-	B	-
14.9. Skeletal	/w						B	-	B	-
14.10. Muscular	/w						B	-	B	-
15. OCCUPATIONAL THERAPY FROM A BIOMECHANICAL FRAME OF REFERENCE TR: Trombly, Willard & Spackman Occupational Therapy, Rehabilitation of the Hand										
15.1. Screen and Assist in Treatment and Treatment Planning of Physical Disability Limitations										

1. Tasks, Knowledge And Technical References	2. Core (c)/ War-time (w) Tasks	3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided			
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level	C 7 Skill Level
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	Phase III Course	Phase IV Course	CDC	CDC
15.1.1. Sensation	/w						1b	2b	A	-
15.1.2. Dexterity and Coordination	/w						1b	-	b	-
15.1.3. Endurance	/w						1a	-	A	-
15.1.4. Range of motion	c/w						1b	3c	b	-
15.1.5. Strength	c/w						1b	3c	-	-
15.2. Orthopedics conditions							-	-	-	-
15.3. Orthotics and Therapeutic Aids										
15.3.1. Static Splinting	c/w						2b	3b	c	-
15.3.2. Dynamic Splinting	/w						-	-	B	-
15.3.3. Assistive Devices	/w						1a	2b	A	-
15.3.4. Adaptive Devices	/w						1a	b	A	-
15.3.5. Energy Conservation	/w						A	-	A	-
15.3.6. Joint Protection	/w						A	-	A	-
15.3.7. Body Mechanics	/w						A	-	A	-
15.3.8. Work Simplification	/w						A	-	A	-
16. OCCUPATIONAL THERAPY ASSESSMENT/REASSESSMENT TR: Willard & Spackman Occupational Therapy, MH Concepts & Techniques, Rehabilitation of the Hand										
16.1. Conduct screening	c/w						1a	1b	B	-
16.2. Conduct interview	c/w						1a	1b	B	
16.3. Conduct evaluations of skills and performance										
16.3.1. Independent living/daily living skills	/w						b	2b	A	-
16.3.2. Cognitive							A	-	A	-
16.3.3. Psychosocial aspect e.g. Substance abuse, Mood Disorders, Adjustment Disorders, Personality, Physical Disabilities	c/w						A	2b	-	-

1. Tasks, Knowledge And Technical References	2. Core (c)/ War-time (w) Tasks	3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided			
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level	C 7 Skill Level
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	Phase III Course	Phase IV Course	CDC	CDC
17. OCCUPATIONAL THERAPY TREATMENT TR: AFM 160-35, Willard & Spackman's Occ. Ther., Merck Manual, Rehabilitation of the Hand										
17.1. Instruct patient in daily living skills										
17.1.1. Physical										
17.1.1.1. Grooming/hygiene	/w						A	1a	B	-
17.1.1.2. Feeding/eating	/w						A	1a	-	-
17.1.1.3. Dressing	/w						A	1a	b	-
17.1.1.4. Mobility										
17.1.1.4.1. Bed	/w						A	1a	b	-
17.1.1.4.2. Wheelchair	/w						A	1a	b	-
17.1.1.4.3. Transfers	/w						A	1a	b	-
17.1.1.4.4. Functional Ambulation	/w						-	-	-	-
17.1.1.4.4.1. Architectural Barriers							A	1a	-	-
17.1.1.4.4.2. Patient-specific Techniques /Tasks	/w						A	1a	-	-
17.1.1.5. Functional communication										
17.1.1.5.1. Techniques							a	-	A	-
17.1.1.5.2. Devices							a	-	A	-
17.1.1.5.3. Methods							a	-	A	-
17.1.2. Psychological/Emotional										
17.1.2.1. Self-concept/Self-identity	/w						A	-	B	-
17.1.2.2. Situational coping	/w						A	-	B	-
17.1.2.3. Community involvement							A	-	B	-
17.1.2.4. Develop lifeskills							A	-	B	-
17.2. Apply methods to improve performance										
17.2.1. Sensory										
17.2.1.1. Sensory awareness	/w						A	1a	B	-

1. Tasks, Knowledge And Technical References	2. Core (c)/ War-time (w) Tasks	3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided			
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level	C 7 Skill Level
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	Phase III Course	Phase IV Course	CDC	CDC
17.2.1.2. Visual-spatial awareness	/w						A	1a	B	-
17.2.2. Cognition	/w									
17.2.2.1 Orientation	/w						A	1a	B	-
17.2.2.2. Conceptualization/comprehension	/w						A	1a	B	-
17.2.2.3. Cognitive integration	/w						A	1a	B	-
17.2.3. Scar management	/w						-	2b	-	-
17.2.4. Edema	/w						-	2b	-	-
17.2.5. Range of motion	c/w						-	2b	-	-
17.2.6. Strength	c/w						-	2b	-	-
17.3. Wound Care										
17.3.1. Maintain Aseptic Field	/w						A	2b	B	-
17.3.2. Perform Aseptic Wound Care	/w						A	2b	B	-
17.3.3. Change Dressing	/w						A	2b	B	-
17.3.4. Suture Removal	/w						-	2b	-	-
18. THERAPEUTIC ACTIVITIES (e.g. media, work, life tasks) TR: MH Concepts & Techniques										
18.1. Perform Activity analysis	/w						1b	2b	B	-
18.2. Perform Activity							1b	2b	b	-
18.3. Instruct Patient	c/						1b	2b	B	-
18.4. Evaluate Patient activity							1b	2b	-	-
19. ERGONOMICS										
19.1. Ergonomic Principles							A	-	B	-
19.2. Screen										
19.2.1. Work-related activities							A	-	b	-
19.2.2. Leisure-related activities							A	-	A	-
19.3. Prevention										
19.3.1. Activity education	/w						A	-	A	-
19.3.2. Activity modification	/w						A	-	A	-

1. Tasks, Knowledge And Technical References	2. Core (c)/ War- time (w) Tasks	3. Certification For OJT					4. Proficiency Codes Used To Indicate Training/Information Provided			
		A	B	C	D	E	A 3 Skill Level		B 5 Skill Level	C 7 Skill Level
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	Phase III Course	Phase IV Course	CDC	CDC
20. MODALITIES AND THEIR PHYSIOLOGICAL EFFECTS										
20.1. Thermo	/w						A	2b	B	-
20.2. Ultrasound							A	-	A	-
20.3. E-stim							A	-	A	-

TECHNICAL REFERENCE (TR) SOURCE SUMMARY
STS 4J0X1

Note: All references listed imply the current edition of the publication.

- All official DoD, Air Force, and MAJCOM publications, to include this CFETP.
- **Diagnostic and Statistical Manual for Mental Disorders**, American Psychiatric Association.
- **Effective Documentation for Occupational Therapy**, AOTA.
- **Fundamentals of Nursing; Concepts, Process, and Practice**, (Barbara Kozier, Glenora Erb, Kathleen Blais, and Judith Wilkinson).
- **Indiana Protocols**, Indiana Rehab Center.
- **Introduction to Splinting**, (Brenda M. Coppard and Helen Lohman).
- **Kinesiology and Applied Anatomy**, (Philip J. Rasch).
- **Manual for Functional Training**, (Palmer and Toms).
- **Mental Health Concepts and Techniques for the Occupational Therapy Assistant**, (Mary Beth Early).
- **Occupational Therapy for Physical Dysfunction**, (Catherine A. Trombly).
- **Occupational Therapy Practice Skills for Physical Dysfunction**, (Pedretti).
- **Rehabilitation of the Hand Surgery and Therapy**, (Hunter, Mackin, and Callahan).
- **Willard & Spackman's Occupational Therapy**, (Hopkins & Smith).
- **Writing SOAP Notes**, (Ginge Kettenback).

PART II, SECTION B – COURSE OBJECTIVE LIST

1. Resident Courses.

To obtain a copy of a Course Objective List contact Occupational Therapy CDC writer at DSN 736-4089 or write to 382 TRS/XYAE, 917 Missile Rd, STE 3, Sheppard AFB, TX 76311-2263. A copy will be sent to you as soon as possible.

2. Career Development Courses.

Information pertaining to CDCs can be obtained from the Extension Course Institute at Maxwell AFB, Gunter Annex, AL.

PART II, SECTION C – SUPPORT MATERIALS

1. Qualification Training Packages (QTPs). Note: There are currently no QTP's. This area is reserved.

PART II, SECTION D – TRAINING COURSE INDEX

This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs. All mandatory Air Force in-residence, field, ECI, and exportable courses used to support training for the specialty. This list will help individuals identify resources available to support training requirements. Courses under revision or development may also be listed here.

1. Resident Courses.

1.1. Refer to AFCAT 36-2223, USAF Formal Schools, for complete information on the courses listed in this section.

1.2. Resident courses applicable to AFSC 4J0X1:

<u>COURSE NUMBER</u>	<u>COURSE TITLE</u>	<u>DEVELOPER</u>
J3AQR4J031 000	Occupational Therapy Apprentice Course (Phase I)	Sheppard AFB, TX
J5AQO4J031 000	Occupational Therapy Apprentice Course (Phase II)	Sheppard AFB, TX
J5AQA4J031 000	Occupational Therapy Apprentice Course (Phase III)	Allied Health Sciences Ft Sam Houston, TX
J5ABA4J031 001	Occupational Therapy Apprentice Course (Phase IV)	Allied Health Sciences Ft Sam Houston, TX
*3AIR7520013	Technical Writer Principles	Sheppard AFB, TX
*3AIR7520015	Nonresident Training Materials	Sheppard AFB, TX
*MECI 100	ECI Course for Authors	Maxwell AFB, Gunter Annex, AL

Note: * Indicates mandatory training for CDC Technical Writers.

1.3. Other MAJCOM and FOA Courses:

<u>COURSE NUMBER</u>	<u>COURSE TITLE</u>	<u>DEVELOPER</u>
**3AIR7520075	Basic Instructor Course (Parts A, B, and C)	Sheppard AFB, TX
**3AIR7520072	(A) Fundamentals of Teaching	Sheppard AFB, TX
**3AIR7520073	(B) Practice Teaching	Sheppard AFB, TX
**3AIR7520074	(C) AETC Training Policies and Procedures	Sheppard AFB, TX
**3AIR75200 036	Technical Training Teaching Practice	Sheppard AFB, TX
**3AIR75200 000	Basic Counseling	Sheppard AFB, TX
*3AIR75200 013	Technical Writer Principles	Sheppard AFB, TX
*3AIR75200 015	Nonresident Training Materials	Sheppard AFB, TX
*MECI 100	ECI Course for Authors	Maxwell AFB, Gunter Annex, AL

Note: * Indicates mandatory training for CDC Technical Writers. ** Indicates mandatory training for Resident Instructor positions. Additional training classes can be completed as continuing education classes, and are listed in AFCAT 36-2223.

2. Career Development Courses (CDCs).

<u>COURSE NUMBER</u>	<u>COURSE TITLE</u>
CDC 4J051A	Occupational Therapy Journeyman
CDC 4J051B	Occupational Therapy Journeyman
CDC 4J071/2	Occupational/Physical Therapy Craftsman

PART II, SECTION E - MAJCOM Unique Requirements

- 1. Note:** There are currently no MAJCOM unique requirements. This area is reserved.

PART II, SECTION F – DOCUMENTATION OF TRAINING

Purpose:

This section is divided into two parts. Part 1 outlines the procedures and requirements used to document enlisted training and competency. Part 2 contains a monthly training checklist for supervisors to use, if they choose, when managing training.

Part 1: Enlisted Medical Service Training and Competency

1. Development of a Work Center Training Plan. The focus of this training guidance is to bring all training documentation back into one “OJT” record. Over the years, training documentation has taken on many forms. Previous restrictions imposed by AFR 50-23, On-The-Job Training, allowed only certain documents to be maintained in the OJT record. Changing medical training requirements created a need for additional ways to document training outside the OJT record. The end result was that each training location created different means to document training. Often, a section might have training documented in three or more locations which made the training documentation and review process difficult to manage. Individuals involved in the training process, not to mention inspection teams, were finding it difficult to get a good overview of the training process, as they had to search through several different tracking folders to find the information they were looking for. Training documentation became very cumbersome to say the least. Air Force Instruction 36-2201, Developing, Managing, and Conducting Training, para. 3.4.3. Authorizes Career Field Managers to bring training documentation back into one “OJT” record, thus the creation of the Enlisted Training and Competency Folder. The following information provides specific guidance, along with recommended documentation, consistent with current Air Force instructions/directives. This training guidance has focused on two main areas: (1) Developing a Master Training Plan, and, (2) Documentation of Training in the Enlisted Training and Competency Folder.

2. Developing a Master Training Plan (MTP).

2.1. What Is It?

2.1.1. A Master Training Plan is a reference guide developed for each section that includes all facets of training for individuals assigned. It is to be used as a reference source for the type of training and training documentation that occurs with each assigned member. The MTP is used to standardize training and to give trainers, trainees, supervisors, NCOICs, and OICs an overview of the training process for the duty section. The MTP is also used as a means to reduce the amount of paperwork previously required during the training process.

2.2. What's In It?

2.2.1. Keep in mind that the Master Training Plan is an overview of training for the duty section; it should include all documents involved in the training process for the duty section. Training will vary from section to section and person to person, but there are certain documents that will be a standard requirement for all MTPs. The documents are as follows:

2.2.1.1. Unit-specific orientation checklist.

2.2.1.2. Job description for each duty position within the duty section (see AFMAN 36-2108).

2.2.1.3. Dual channel OJT concept.

2.2.1.3.1. Career knowledge requirements.

2.2.1.3.2. Job qualification requirements.

2.2.1.4. Testing procedures for CDCs.

2.2.1.5. Uses of AF Form 623 and Job Qualification Standards (JQSs).

2.2.1.6. Performance standards/position qualification training for each duty position.

2.2.1.7. Master Career Field Education and Training Plan (CFETP).

2.2.1.7.1. Identifies all tasks required for the duty section.

2.2.1.7.2. Standardized reference source for initiating individual training.

2.2.1.7.3. Impact of training on career progression.

2.2.1.8. Qualification Training Packages (QTPs) required to perform peacetime/wartime duties.

2.2.1.8.1. Required for all tasks identified in the CFETP that require completion of a QTP before certification.

2.2.1.8.2. Required for all tasks not listed in the CFETP and/or identified by the duty section or facility as a high risk procedure or task. *Note:* Tasks included in the CFETP have already been reviewed. Those identified as high risk usually have a QTP. Other tasks in the CFETP do not require QTPs.

***Note:* MAJCOM coordination is required when requesting development of new QTPs. POC for QTP development is the 4J051 CDC Writer/Manager, 882d Training Group, Sheppard AFB, Texas. CFM approval is required for all QTPs.**

2.2.2. Rescinding items in the MTP.

2.2.2.1. The MTP must contain documents that relate to the training process for all enlisted and civilian equivalent duty section personnel and may contain both updated and rescinded versions of some documents.

3. Documentation of Training: The Enlisted Training and Competency Folder.

3.1. The purpose of this section is to provide guidelines and examples of proper documentation for the many forms used in training all 4J0X1 personnel. Training documentation helps us to assess readiness capability, individual strengths and weaknesses, and resources needed to support quality patient care. It also helps us meet all JCAHO and regulatory requirements. The Enlisted Training and Competency Folder is limited to the forms presented here and those prescribed in AFI 36-2201. Your unit training manager can also assist you with specific questions on training documentation.

3.2. Documents included in the 4J0X1 Enlisted Training and Competency Folder.

3.2.1. To assemble a 4J0X1 training record, utilize a standard six-part folder (NSN 7530-00-990-8884, Folder, 6 Section). Attach (glue/tape/staple), centered on the front cover, a computer generated or typewritten title “Enlisted Training and Competency Folder.” In addition, include the member’s full name (last, first, MI), rank, and SSAN.

3.2.2. The six parts of the folder are discussed in detail in the following paragraphs. Each part will contain specific documents that should be filed in descending order (see attachment 1). Index tabs/tabbed dividers may be used in parts that contain multiple documents. Parts 2 through 5 are intended to replace the existing AF Form 623 and the documents contained therein. Training documents normally filed in the AF Form 623 will be filed in the 6-part folder in parts 2 through 5 in the same sequence that they appear in the current AF Form 623. Index tabs/tabbed dividers may be used in areas that contain multiple documents. When multiple copies of any form are placed into the OJT record, they are placed in chronological order with the most current documentation on top. When building the new 6-part folder, the parts of the folder will contain the documents filed in the sequence, shown in figure 1.

ENLISTED TRAINING AND COMPETENCY FOLDER Hutchison, Carey J. CMSgt 123-45-6789		
PART 1 - Locally required training & skills competency documentation - AF Form 55–Safety Training - AF Form 803–Task Evaluations	PART 3 - AF Forms 1098 - Mandatory Tng (Section A) - QTPs (Section B) - Inservice (Section C)	PART 5 - AF Form 2096 - PC III documentation
PART 2 - AF Form 623 - CFETP - AF Form 797	PART 4 - AF Forms 623a - Job Description/Performance - Standards Review - Orientation - Training progress	PART 6 - Continuing Education to sustain National Certification

Figure 1, Organization of the 4J0X1 OJT record.

3.2.2.1. Part 1 (first two-pronged section).

3.2.3.1.1. Section A - Locally required training and skills competency documentation. This section is for maintaining documentation required by other regulatory guidance that is not maintained elsewhere in the OJT record, regardless of grade or training status.

3.2.3.1.2. Section B - AF Form 55, Employee Safety and Health Record. Regardless of grade or training status, AF Form 55 for the member is maintained in Part 1. AFI 91-301, Air Force Occupational and Environmental Safety, Fire Protection, and Health (AFOSH) Program, June 1996, authorizes supervisors to file the AF Form 55 with the AF Form 623, On-The-Job Training Record. If used, AF Form 803, Report of Task Evaluations, will be filed in this section.

3.2.3.2. Part 2 (second two-pronged section).

3.2.3.2.1. Section A - AF Form 623, On-The Job Training Record (front and inside cover). Attach the front and inside cover (containing Sections I through IV) of the member's current AF Form 623 onto Part 2 of the 6-part folder. Ensure all appropriate areas of the form are properly completed. *Note:* Maintenance of AF Form 623 is mandatory for Airmen in grades Airman Basic through Technical Sergeant. In addition, an AF Form 623 is required for SNCOs, regardless of grade, in retraining status or as directed by the Air Force Career Field Manager, Commanders, or supervisors. All appropriate areas of AF Form 623 must be properly completed. The AF Form 623 is the document that is recognized by the personnel system in contingencies and deployments as the official formal training record.

3.2.3.2.2. Section B - Career Field Education and Training Plan (CFETP). The Specialty Training Standard (STS) contained within the CFETP will be used to record training proficiency in various tasks that are required for an individual to perform duties in a specific work area. A master task listing for the work center is maintained in the master training plan for the duty section. Circle all core tasks and only those other tasks that the individual is required to perform in his/her current duty position.

3.2.3.2.3. Section C - AF Form 797, Job Qualification Standard Continuation/Command JQS. These forms will be used to document training for tasks that are not otherwise documented in the CFETP or tasks that are waived by the MAJCOM (see AFI 36-2201, para 7.4. and figure 2 below).

JOB QUALIFICATION STANDARD CONTINUATION/COMMAND JQS								
TASK NUMBER	TASK, KNOWLEDGE AND TECHNICAL REFERENCES	CERTIFICATION						COMPLETION DATE
		START DATE	CERTIFYING OFFICIAL'S	TRAINEE'S INITIALS	MAJCOM DIRECTED USE ONLY			
1	Perform ADL assessments, TR:							
2	Know splint protocol applicable to UE fractures, TR:							
3	Instruct AROM exercises, TR:							
TRAINEE NAME Egersdorf, Robert M. AF FORM 797, MAY 87 (EF)								

Figure 2, Sample AF Form 797 documentation.

3.2.3.3. Part 3 (third two-pronged section).

3.2.3.3.1. AF Form 1098, Special Task Certification and Recurring Training. This part will contain three separate sections for the documentation of specific training. These forms are used to document qualification in tasks that require recurring training. They may also be used to document inservice and mandatory training. An AF Form 1098 will be created and clearly marked for each type of training documentation required. Ensure signatures and initials are included per AFI 36-2201.

3.2.3.3.1.1. Section A - To document mandatory recurring training (see figure 3). Examples are BLS training, patient sensitivity training, and other mandated training as stipulated by JCAHO standards, Air Force, or facility directives. Mandatory training requirements may vary from facility to facility. These requirements should be reviewed on an annual basis and updated as required.

SPECIAL TASK CERTIFICATION AND RECURRING TRAINING							
TASK OR RECURRING TRAINING AND TECHNICAL REFERENCES A.	DATE COMPLETED B.	SIGNATURE OF CERTIFYING OFFICIAL C.	INITIAL OF TRAINEE D.	EVALUATION OF TRAINING			
				SCORE OR HOURS E.	TYPE F.	FRE- QUENCY G.	DUE DATE H.
				BLS Training	1 Apr 98		
Fire and Safety	1 May 98			P		A	1 May 99
Hazardous Communication	12 May 98			P		A	12 May 99
MOCK Code Training	12 May 98			P		A	12 May 99
NAME OF TRAINEE (Last, First, Middle Initial) Egersdorf, Robert M.			GRADE SrA		UNIT AND OFFICE SYMBOL SGOYZ		

AF FORM 1098, APR 85 (EF)

Figure 3, Sample AF Form 1098, mandatory recurring training documentation.

3.2.3.3.1.2. Section B - Qualification Training Packages. This section will be used to document ongoing completion of Qualification Training Package. Note, there are no QTPs available to the 4J0X1 Career Field at this time. Supervisors should develop AF Form 1098 overprints to group specific QTPs required within their duty sections. Any applicable Air Reserve Components sustainment training will be documented in this section. The initial completion of a QTP is documented in the CFETP. Each QTP required for the duty section will be maintained in the Master Training Plan (MTP) and will be used as a training source document.

3.2.3.3.1.3. Section C - Inservice training. Used to document inservice training (see figure 4).

SPECIAL TASK CERTIFICATION AND RECURRING TRAINING							
TASK OR RECURRING TRAINING AND TECHNICAL REFERENCES A.	DATE COMPLETED B.	SIGNATURE OF CERTIFYING OFFICIAL C.	INITIAL OF TRAINEE D.	EVALUATION OF TRAINING			
				SCORE OR HOURS E.	TYPE F.	FRE- QUENCY G.	DUE DATE H.
Lowenstein Occupational Therapy Cognitive Assessment	1 Jan 98			1			
Shoulder Anatomy	5 Feb 98			1			
Dynamic Splinting Techniques	1 Mar 98			2			
Extensor Tendon Repair Management	12 May 98			2			
NAME OF TRAINEE (Last, First, Middle Initial) Egersdorf, Robert M.			GRADE TSgt		UNIT AND OFFICE SYMBOL SGOYZ		

AF FORM 1098, APR 85 (EF)

Figure 4, Sample inservice training documentation.

3.2.3.4. Part 4 (fourth two-pronged section).

3.2.3.4.1. Section A - AF Form 623a, OJT Record Continuation Sheet. This form will be utilized to document all progress of individual training to include facility orientation, section specific orientation, upgrade training, Career Development Course (CDC) failures/corrective actions, any additional pertinent training, all decertification procedures, and supervisor/trainer/certifier periodic review. The entire training process must be well documented on these forms. All individuals involved in the training process must document training progress as it occurs. Upgrade training status will be documented *at least monthly*.

3.2.3.4.1.1. Facility orientation. Include a statement on the AF Form 623a that verifies facility orientation requirements were met and include signatures of both the supervisor and orientee. A master copy of the facility orientation checklist will be maintained in the master training plan for the duty section. Anytime there is a reference on the AF Form 623a to an orientation checklist, you must indicate the name and date of the checklist. Do not maintain copies of checklists in the OJT record.

3.2.3.4.1.2. Unit-specific orientation. The unit-specific orientation is essential for all assigned members. Documentation of the orientation process must be thorough. The trainer will use the master copy of the unit-specific orientation checklist located in the master training plan. Each

item on the checklist must be covered by the trainer to ensure standardization of training. When applicable, ensure these checklists address age-specific and population-specific knowledge and skills. To reduce the amount of paperwork in the OJT record, AF Form 623a will be used to record the orientation process. An overprint AF Form 623a is recommended to ensure the suggested comments are annotated (see sample orientation documentation in figure 5 below).

***ON-THE-JOB TRAINING RECORD
CONTINUATION SHEET***

14 Feb 1998

SrA Egersdorf is assigned to the Occupational Therapy clinic on this date. TSgt Dutrow has been assigned as a trainer for SrA Egersdorf. TSgt Dutrow will orient SrA Egersdorf to the unit using the occupational therapy orientation checklist located in the Master Training Plan dated 17 March 96. An initial interview was accomplished on this date. SrA Egersdorf enjoyed his hospital orientation and is looking forward to the unit orientation. He expressed his concern on meeting previously scheduled appointments while under the unit orientation. I informed SrA Egersdorf that time to attend his appointments would be scheduled as needed. SrA Egersdorf stated that his goals during the orientation process were to learn as much as possible and to question the trainers when he was not clear as to the training provided. SrA Egersdorf seems to be very enthusiastic about working in the clinic and has expressed his desire to take on any challenges that the trainers have to offer.

SrA Egersdorf

TSgt Dutrow
NCOIC, Occupational Therapy

27 Feb 98

A mid-orientation progress check was accomplished on this date. SrA Egersdorf has progressed throughout the occupational therapy orientation checklist with little or no difficulty. He completed his review of the unit specific OIs and has begun required reading of applicable hospital OIs. SrA Egersdorf will complete the remainder of his orientation by 12 Mar 98.

SrA Egersdorf

TSgt Dutrow
NCOIC, Occupational Therapy

12 Mar 98

SrA Egersdorf has completed all training on the occupational therapy orientation checklist dated 14 Mar 96. A review of the checklist with SrA Egersdorf indicates that he was knowledgeable of all items discussed. SrA Egersdorf stated that he feels comfortable with the training provided and believes that he is ready to be released from orientation. I recommend SrA Egersdorf be released from orientation on this date.

SrA Egersdorf

TSgt Dutrow
NCOIC, Occupational Therapy

Concur

Concur

CMSgt Hutchison
Superintendent, Occupational Therapy

Lt Col Mitcheltree
Chief, Occupational Therapy

Figure 5, Sample Orientation Documentation.

3.2.3.4.1.2.1. Orientee and trainer name/rank/unit assignment.

3.2.3.4.1.2.2. Orientation start date with initial interview comments (i.e. goals, desires, concerns related to the orientation process, etc.). Identify name and date of the orientation checklist.

3.2.3.4.1.2.3. Mid-orientation progress check to evaluate training effectiveness. Signed and dated by both the trainer and orientee.

3.2.3.4.1.2.4. Final evaluation of orientation process with statement that verifies orientee's unit-specific competency has been achieved. Signed and dated by the trainer supervisor, OIC, and orientee. Identify name and date of the orientation checklist.

3.2.3.4.1.3. Upgrade Training (5-7-9-skill levels).

3.2.3.4.1.3.1. Document entry into upgrade training and periodic (minimum monthly) evaluations of training progress (see figure 6 and 6.1).

**ON-THE-JOB TRAINING RECORD
CONTINUATION SHEET**

INITIAL BRIEFING

(Trainee Orientation)

SrA Egersdorf has been briefed on the On-The-Job-Training (OJT) Program and how he/she fits into the program while in upgrade training (UGT). Upgrade training was explained as a dual-channel process designed to qualify an airman for skill level upgrade. Dual-channel OJT is a systematic reportable application of self-study and the craftsman/apprentice

principle. Trainees acquire job qualification while performing on the job under supervision. This combination, knowledge and job position qualification constitutes the dual-channel concept. Requirements from AFI 36-2101, 36-2108, and 36-2201 were covered. AF Forms 623, 623a, 797, 2096, and the CFETP, STS/JQS or automated JQS, which serves to make up the individual training record, were explained. Responsibilities of the commander, base training, unit education and training manager (ETM), immediate supervisor, trainer, and trainee were discussed. The career development course (CDC) was briefly discussed and will be explained in detail when the CDC arrives, if applicable. Requirements for upgrade in your AFSC 4J0X1 are: (1) Satisfactory completion of CDC 4J0X1; (2) Supervisor certify job qualifications with adequate hands on training; (3) Completion of 7 level CDC; and (4) Supervisor recommendation for upgrade. Each airman in grades E1 through E6 (and SNCO's in retraining status) have an AF Form 623 which must contain a CFETP or JQS. The CFETP or JQS may contain 150 or more separate tasks but it should be annotated to show only those tasks the airman is required to perform in his/her current duty position, all AFI 36-2108 mandatory requirements for upgrade, and core task requirements. In the JQS there is a space for both the supervisor and the trainee to initial to certify training is complete. In the CFETP, the trainer, trainee, and certifier have a space to initial when training is completed. After upgrade the CFETP or JQS will continue to be used to document further qualification training.

TRAINER'S SIGNATURE		TRAINEE'S SIGNATURE	DATE
LAST NAME	FIRST NAME	MIDDLE INITIAL	

Figure 6, Sample Initial Upgrade Training Briefing.

**ON-THE-JOB TRAINING RECORD
CONTINUATION SHEET
*TRAINEE'S RESPONSIBILITIES DURING UPGRADE TRAINING (UGT)***

1. Read and understand your Air force Specialty (AFS) description, training requirements, objectives, and training record (AF Form 623).
2. Budget time (on and off-duty) for timely completion of CDCs and keep all CDC materials for future reference and study.
3. Attain and maintain qualification in your assigned AFS.
4. After CDC briefing trainee will do the following: (Read and initial)
 - a. Read "Your Key to a Successful Course."
 - b. Make all required course corrections and return entire package to your supervisor.
 - c. When you are issued your first volume you will read and study the volume, chapter, and answer chapter review exercise (CRE) and the volume review exercise (VRE) or the self-test questions and the unit review exercises (URE). Questions are to be answered in the space provided when possible. Highlight/reference where answers are found in the most effective manner determined by the supervisor.

- d. Supervisor will check CRE and self-test questions for accuracy and completeness. You will correct all incorrect responses.
- e. Supervisor issues the ECI form 34 (Field Scoring Sheet) for you to transcribe your answers from the URE/VRE. The URE/VREs are teaching devices and must be administered as open book exercises. All scores less than 100 percent require review training.
- f. Minimum acceptable training consists of correcting incorrect responses, reading the appropriate area from which the question was taken, and a verbal question and answer session.
- g. Your next volume is issued by your supervisor. You must work it in the same manner as above for the entire course.
- h. Upon completion of your last volume you and your supervisor will immediately start a comprehensive review of the entire CDC to prepare for your course examination.
5. Review and discuss training requirements with supervisor regularly. Provide input on your training and ask questions.
6. Upon satisfactory completion of your career knowledge training, position qualification, and mandatory requirements listed in AFI 36-2108, your supervisor will initiate upgrade action on you.

TRAINER'S SIGNATURE			TRAINEE'S SIGNATURE			DATE		
LAST NAME	FIRST NAME	MIDDLE INITIAL						

Figure 6.1, Sample Upgrade Documentation.

3.2.3.4.1.3.2. Information on extensions, waiver requests, or breaks in training should also be clearly documented with copies of any related correspondence.

3.2.3.4.1.3.3. Any further training pertinent to the duty section and or unit effectiveness can also be documented on the AF Form 623a (i.e., Job Qualification).

3.2.3.4.1.3.4. Document any decertification proceedings, to include dates, reasons for decertification, and other applicable information on the AF Form 623a.

3.2.3.4.1.3.5. Once an individual completes upgrade training commensurate to his/her rank and maintains an appropriate skill level, their supervisor should continue to review requirements, progress, and individual training needs. OJT record reviews should, at a minimum, coincide with members performance feedback's to ensure documentation currency and appropriateness.

3.2.3.4.2. The Job Description/Performance Standards for each duty position should be maintained in the Master Training Plan (MTP) in each duty section. An AF Form 623a overprint may be used to document both supervisor/subordinate reviews (see figure 7 below). This form will be maintained in Part 4 of the OJT Record. The following statements will be jointly reviewed by the supervisor and subordinate:

3.2.3.4.2.1. “I know where to find a current copy of my Job Description/Performance Standards.”

3.2.3.4.2.2. “I have read, discussed with my supervisor, and understand my Job Description/Performance Standards.” **

3.2.3.4.2.3. “I understand my duties and responsibilities for the position that I am currently working in.”**

3.2.3.4.2.4. “If I have questions or concerns about my Job Description/Performance Standards, I will seek assistance from supervisory personnel in my chain of command.”

3.2.3.4.2.5. “It is my responsibility to review my Job Description/Performance Standards with my supervisor annually and with each change in supervisor/duty position.”**

3.2.3.4.3. A signature and date block for both the supervisor and subordinate will reflect mutual understanding of these statements. It is recommended that several signature and date spaces for the continual review process be included.

<p><i>Note:</i> ** Indicates requirement according to Joint Commission on Accreditation of Healthcare Organizations (JCAHO).</p>
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<p align="center">ON – THE – JOB TRAINING RECORD CONTINUATION SHEET</p>
<p>23 July 1998</p> <p>I KNOW WHERE TO FIND A CURRENT COPY OF MY JOB DESCRIPTION/PERFORMANCE STANDARDS.</p> <p>I HAVE READ, DISCUSSED WITH MY SUPERVISOR, AND UNDERSTAND MY JOB DESCRIPTION/PERFORMANCE STANDARDS.</p> <p>I UNDERSTAND MY DUTIES AND RESPONSIBILITIES FOR THE POSITION THAT I AM CURRENTLY WORKING IN.</p> <p>IF I HAVE QUESTIONS OR CONCERNS ABOUT MY JOB DESCRIPTION/PERFORMANCE STANDARDS I WILL SEEK ASSISTANCE FROM MY SUPERVISORY PERSONNEL IN MY CHAIN OF COMMAND.</p> <p>IT IS MY RESPONSIBILITY TO REVIEW MY JOB DESCRIPTION/PERFORMANCE STANDARDS WITH MY SUPERVISOR DURING EACH FEEDBACK SESSION AND WITH EACH CHANGE IN SUPERVISOR/DUTY POSITION</p> <p>Robert Egersdorf, SrA Occupational Therapy Clinic 23 July 98</p> <p>SrA Egersdorf has completed his review of his Job Description/Performance Standards on this date. I am confident that he is thoroughly familiar with standards and expectations. At this time SrA Egersdorf has no questions or concerns.</p> <p>Gael Dutrow, TSgt, USAF OJT Trainer Occupational Therapy</p>
<p>TRAINEE NAME</p> <p>Egersdorf, Robert J.</p>

AF Form 623a

Figure 7, Sample job description/performance standards review.

3.2.3.4.4. Section B – AETC 156, Student Training Report. Upon completion of Medical Service Apprentice Technical Training, file this form here. The form should be maintained in the folder until upgrade action to the 5 skill level becomes official.

3.2.3.5. Part 5 (fifth two-pronged section).

3.2.3.5.1. AF Form 2096, Classification On-The-Job Training Action. This form will be used to document official training actions [i.e., award of skill level, training status changes, decertifications, and award of special experience identifiers (SEIs)].

<p><i>Note: A PC III automated document may be substituted for AF Form 2096.</i></p>
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3.2.3.6. Part 6 (sixth two-pronged section).

3.2.3.6.1. National Certification Information and Continuing Education. This part will contain National Certification/Registration and Continuing Education Reports as applicable to the

member's AFSC/current duty position. The form must contain documentation of the individual's current certification card number and expiration date. Supervisors and individuals should continually monitor CEU status for AFSC's requiring specialty certification to ensure no lapses in certification occur. Also, proficiency information may be filed in this area as required.

3.3. *Maintenance of certificates is an individual responsibility.* Certificates of training will not be maintained in the OJT record but will be accessible for review as needed from the individual.

3.4. Supplemental AFSC-specific documentation instructions. Each Career Field Manager is authorized and encouraged to supplement or revise the general guidance contained in section F of the CFETP to ensure the documents filed in the 6-part folder accurately reflect the needs of their AFSC/Medical specialties.

Part 2: Managing Training

1. Purpose.

1.1. The entire process of managing an effective training program centers on the supervisor.

1.2. Each supervisor must maintain accurate records that give a complete picture of the status of all training that they are responsible, as a supervisor, to oversee.

2. Monthly Training Checklist for Supervisors.

2.1. Using a checklist can assist the supervisor in managing an effective training program.

2.2. The following page contains a sample monthly training checklist for supervisors to use, *if they choose*, when managing training. The checklist is designed to address areas that apply to any/all trainee's that are placed under the supervision of the supervisor. The sample may be altered as needed to reflect the items deemed important for monitoring on a monthly basis.

MONTHLY TRAINING CHECKLIST FOR SUPERVISORS

REQUIREMENT	INITIALS
APPOINTMENTS	
Notify those who have been scheduled for ancillary training, quality training, appointments, etc.	
NEW AIRMEN	
Conduct initial evaluation of knowledge and skills.	
Document initial evaluation on AF Form 623a.	
AF FORM 623	
Review cover of AF Form 623. Make any necessary changes.	
Note any open training requirements and ensure training is accomplished or scheduled on each. (Work with the trainer on this. Remember...it is the supervisor's responsibility to ensure training is being conducted).	
Certify or decertify qualifications when applicable. Be sure to change the MTL.	
Documents visits, counselings, etc. on AF Form 623a.	
CAREER DEVELOPMENT COURSES (CDCs)	
Distribute any new CDCs. See AFI 36-2201 (attachment 9) for CDC administration procedures.	
Ensure training is progressing satisfactorily according to assigned schedule.	
When the last volume has been completed, request scheduling of the Course Examination (CE) from the Unit Training Manager.	
Documents progress, visits, counselings, etc. on AF Form 623a.	
FORMAL SCHOOLS	
For individuals requiring formal schools, ensure they have planned accordingly ahead of time.	
Ensure formal school prerequisite requirements are met when applicable.	
TRAINERS AND CERTIFIERS	
Ensure trainers and certifiers have been appointed in writing by the commander.	
Ensure trainers and certifiers have attended appropriate trainer/certifier courses.	
SUPERVISORS MEETINGS	
Attend all supervisors meetings conducted by the UTM. (Send representative if unable to attend personally).	
UPGRADE TRAINEES	
Notify the UTM of any individuals who have had their AF Form 623 signed off on all training items, have met time requirements, completed CDCs, or completed formal schools when applicable.	
OTHER	

**OCCUPATIONAL THERAPY
APPRENTICE, JOURNEYMAN, CRAFTSMAN**

This changes CFETP 4J0X1, July 1999, as follows:

1. Pen and Ink Changes:

Page	Line/paragraph	Change
11	paragraph 1.3.2. 3 lines from bottom of paragraph	change "Councils" to "Counsels"
16	paragraph 4.7.2.	change "Waldford" to "Waldorf"
22	paragraph 4.1.4.	change "Minimum of 18...retrainee)." to "Minimum of 12 months in 7-skill level EST."
22	paragraph 5.1.2.	delete "Completion of...4J091 AFSC."

2. Page Insert Changes:

Remove page(s)	Insert Page(s)	Summary of changes
13/14	13/14	Corrects typographical errors and updates EST requirements on page 13 IAW AFI 36-2201.
17/18	17/18	Updates EST requirements on page 18 IAW AFI 36-2201.
19/20	19/20	Updates EST requirements on page 19 IAW AFI 36-2201.

3. After necessary action, file this sheet in the back of the CFETP.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

PAUL K. CARLTON, JR.
Lieutenant General, USAF, MC
Surgeon General